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ABSTRACT

A hearing was held to consider S.2997, a bill which would provide financial assistance for school construction to local educational agencies educating large numbers of immigrant children born in Mexico. In opening remarks, Senator Lloyd Bentsen, Texas, explained that 58,000 Mexicans immigrated to the US in 1977; towns along the American border, the area with the lowest per capita income in the US today, felt severe impacts from increased school enrollments. The bill would authorize $45 million for emergency assistance; to be eligible, a school district must have a minimum enrollment of 7 percent Mexican alien children, with at least 20 such children enrolled. The bill would allow $1,000 per child. Witnesses included Tom Anderson of the Texas Education Agency and three school superintendents: Raul A. Besteiro, Jr., Brownsville, Texas; Gonzalo Garza, Eagle Pass, Texas; James K. Clark, Nogales, Arizona. Cris Aldrete of the Southwest Regional Border Commission also made a statement. Discussion centered around enrollment increases due to federal immigration policies (900 additional legal immigrant students yearly in Brownsville), tax bases, low per capita income, enrollment acceleration compared to national patterns, and responsibility for financing of school construction. (RS)

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SOUTHWEST BORDER EDUCATION ASSISTANCE

ED160267

RC

HEARING

BEFORE THE

SUBCOMMITTEE ON REGIONAL AND COMMUNITY DEVELOPMENT

OF THE

COMMITTEE ON ENVIRONMENT AND PUBLIC WORKS

UNITED STATES SENATE

NINETY-FIFTH CONGRESS

SECOND SESSION

ON

S. 2997

A BILL TO PROVIDE FINANCIAL ASSISTANCE FOR SCHOOL CONSTRUCTION TO LOCAL EDUCATIONAL AGENCIES EDUCATING LARGE NUMBERS OF IMMIGRANT CHILDREN BORN IN MEXICO

MAY 16, 1978

SERIAL NO. 95-H63

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CONTENTS

	Page
Bentsen, Hon. Lloyd, U.S. Senator from the State of Texas, opening statement of	1
S. 2997, reprint of	3

LIST OF WITNESSES

Aldrete, Cris, Federal Cochairman, Southwest Regional Border Commission	25
Anderson, Tom, director of professional practices, Texas, Education Agency	10
Besteiro, Raul A., Jr., superintendent, Brownsville Independent School District, Brownsville, Tex	11
Prepared statement	13
Clark, James K., superintendent, Nogales Unified School District, Nogales, Ariz	22
Garza, Gonzalo, superintendent, Eagle Pass Independent School District, Eagle Pass, Tex	14
Prepared statement	17

SOUTHWEST BORDER EDUCATION ASSISTANCE

TUESDAY, MAY 16, 1978

U.S. SENATE,
COMMITTEE ON ENVIRONMENT AND PUBLIC WORKS,
SUBCOMMITTEE ON REGIONAL
AND COMMUNITY DEVELOPMENT,
Washington, D.C.

The subcommittee met at 10:07 a.m., pursuant to call, in room 4200, Dirksen Senate Office Building, Hon. Lloyd Bentsen presiding.

Present: Senators Bentsen and Stafford.

Senator BENTSEN. This hearing will come to order.

OPENING STATEMENT OF HON. LLOYD BENTSEN, U.S. SENATOR FROM THE STATE OF TEXAS

We are here today to have hearings on a bill which responds to a critical problem which is confronting some of the poorest communities in America. These towns, primarily located along the Mexican border, are charged with educating children in their school districts.

At first glance, this responsibility does not appear any different from that of every American community. But there are differences. Solely because of their geographic location, these towns are on the route of people from Mexico who legally immigrate to the United States in search of what we all search for: Health, financial security, freedom and happiness.

We must not underestimate the size of this problem. Last year, 165,000 immigrants were admitted legally to the United States from the Western Hemisphere. Over one-third of these people—58,000—came from Mexico.

For many reasons, these immigrants stop in American border towns to seek work and prosperity. These towns are economically troubled themselves—hardly in a position to offer strong support and assistance to new arrivals. Yet these owns are determined to offer good public education to these immigrant children.

We are seeking today a rational way to assist these local education agencies in providing this education. I think the Southwest Border Education Assistance bill, S. 2997, can help the economic development of border communities and aid in the education of immigrant children at the same time. Its authorization for $45 million for emergency assistance to these school districts would materially assist in meeting the needs of immigrant children who legally enter this country looking for education and opportunity.

This aid would only be available to those districts which are seriously affected by immigrant children, and would be used to finance

school construction. To be eligible for assistance, a school district must have a minimum enrollment of 7 percent Mexican alien children, and at least 20 such alien children enrolled.

I believe this Federal assistance is the necessary and proper response to a problem along America's borders which has reached emergency proportions—the problem of inadequate school facilities for the education of Mexican immigrant children who come here legally under our immigration policies. If they are to grow up to be productive members of our community, the kind of citizens we are trying to build in this country, then they are deserving of an education to their benefit and to our own.

It is time for us to face the problem of paying for that education. Yet the problem which arises for many border towns is that the tax base on which they can raise school revenues is already being taxed to its maximum. When we talk about per capita income in the United States and geographic pockets where it is low, the lowest per capita income in the United States is not some place in the deep South, but along the United States-Mexican border. That area has the lowest per capita income in the United States today.

I am pleased to welcome a number of expert witnesses from border States to comment on the need for such legislation and to give their views on the provisions in this bill. I am confident that through their comments we can gain an important perspective on the problems which this bill seeks to solve.

We are pleased to have Senator Stafford with us this morning. Do you have some comments, Senator?

Senator Stafford. Mr. Chairman, I have no particular comments. I wanted to join you for awhile this morning to demonstrate the bipartisan concern to matters like this. Not only on the Texas-Mexican border, but I come from a border State at the other extreme of the country and we have our problems, also.

So I thought it would be appropriate we share the testimony this morning.

Senator Bentsen. We are appreciative to have you.

[The bill, S. 2997, follows:]

95TH CONGRESS
2D SESSION

S. 2997

IN THE SENATE OF THE UNITED STATES

APRIL 26 (legislative day, APRIL 24), 1978

Mr. BENTSEN introduced the following bill; which was read twice and referred to the Committee on Environment and Public Works

A BILL

To provide financial assistance for school construction to local educational agencies educating large numbers of immigrant children born in Mexico.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That title V of the Public Works and Economic Development Act of 1965 be amended by adding the following new section:

"SOUTHWEST BORDER EDUCATION ASSISTANCE

"SEC. 518. (a) (1) The Southwest Border Regional Commission established under this title (hereinafter in this section referred to as the 'Commission') shall, in accordance with the provisions of this section, make a grant to each

eligible local educational agency for the construction of school facilities in order to assist such agencies in providing education to immigrant children.

"(2) The amount of the grant to which a local educational agency is entitled under this section shall be equal to the number of immigrant children aged five to seventeen, inclusive, who are enrolled at the schools of that agency and for whom that agency provided free public education during the school year 1977-1978, multiplied by $1,000.

"(3) (A) A local education agency shall be eligible to receive a grant under this section if the number of immigrant children enrolled during such school year at the schools of that agency is equal to or greater than twenty and is equal to 7 per centum or more of all children aged five to seventeen, inclusive, who are enrolled at such school during each year.

"(B) No immigrant child may be counted for the purpose of this section by any local educational agency unless—

"(i) the parents of such child reside within the school district of such agency,

"(ii) the guardian of such child resides within the school district of such agency,

"(iii) the individual having lawful control of the

immigrant child resides within the school district of such agency, or

"(iv) such child resides within the school district of such agency.

"(C) Determinations with respect to the number of immigrant children by the Commission under this section shall be made, whenever actual satisfactory data are not available, on the basis of estimates. No such determination shall operate, because of an under estimation, to deprive any local educational agency of its entitlement to any payment (or the amount thereof) under this section to which such agency would be entitled had such determination been made on the basis of accurate data.

"(b) Notwithstanding the other provisions of this section, a local educational agency shall not be eligible for a grant under this section if the Commission determines that the amount determined for such agency under subsection (b) is not adequate to provide such agency with any meaningful assistance in the education of immigrant children.

"(c) (1) In addition to sums available under section 509 of this title, there are authorized to be appropriated to the Southwest Border Regional Commission not to exceed $45,000,000 for grants pursuant to this section.

"(2) If the sum appropriated for making grants un-

der this section is not sufficient to pay in full the total amount which local educational agencies are entitled to receive under this section, the entitlements of such local educational agencies shall be ratably reduced to the extent necessary to bring the aggregate of such entitlements within the limits of the amount so appropriated.

"(d) (1) No local educational agency shall be entitled to any grant under this section unless that agency submits an application to the Commission at such time, in such manner, and containing or accompanied by such information, as the Commission may require. Each such application shall—

"(A) provide that the grant made under this section be used for the construction of school facilities to be administered by such agency;

"(B) provide assurances that the application will be submitted to the appropriate State educational agency for comment;

"(C) provide that such fiscal control and fund accounting procedures will be established as may be determined by the Commission to be necessary to insure the proper disposal of, and accounting for, Federal funds paid to the agency under this section; and

"(D) provide for the furnishing of such other in-

formation and reports as the Commission may reasonably require to perform its functions under this section.

"(2) The Commission shall approve an application which meets the requirements of paragraph (1) of this subsection. The Commission shall not finally disapprove an application of a local educational agency except after reasonable notice and opportunity for hearing to such agency.

"(3) Whenever the Commission after a reasonable notice and opportunity for a hearing to any local educational agency, finds that there is failure to meet the requirements of this section, the Commission shall notify that agency that further payments will not be made to the agency under this section until the Commission is satisfied that there is no longer any such failure to comply. Until the Commission is so satisfied no further payment shall be made to the local educational agency under this section.

"(e) As used in this section—

"(1) the term 'construction' means (A) erection of new or expansion of existing structures, and the acquisition and installation of equipment therefor; or (B) acquisition of existing structures not owned by any agency making application for assistance under this section; or (C) remodeling or alteration (including the acquisition, installation, modernization, or replacement

of equipment) of existing structures; or (D) a combination of any two or more of the foregoing;.

"(2) the term 'elementary school' means a day or residential school which provides elementary education, as determined under State law;

"(3) the term 'secondary school' means a day or residential school which provides secondary education, as determined under State law;

"(4) the term 'free public education' means education which is provided at public expense under public supervision and direction, and without tuition charge, and which is provided as elementary or secondary school education in the applicable State;

"(5) the term 'local educational agency' means a public board of education or other public authority legally constituted within a State which is a member of the South West Border Regional Commission, for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivisions of such State, or such combination of school districts or counties as are recognized in such State as an administrative agency for its public elementary or secondary schools, and such term also includes any other public institution or agency in such

State having administrative control and direction of a public elementary or secondary school;

"(6) the term 'immigrant child' means a child born in the Republic of Mexico and who has legally immigrated to the United States, or born of parents who have legally immigrated from the Republic of Mexico and are not citizens of the United States (other than a child in a family which is in the United States for the purpose of representing another government in a diplomatic or similar capacity), and who is provided free public education by a local educational agency of a State:

"(7) the term 'school facilities' includes classrooms and related facilities; and initial equipment, machinery, and utilities necessary or appropriate for school purposes; but such term does not include athletic stadiums, or structures or facilities intended primarily for athletic exhibitions, contests, or games or other events for which admission is to be charged to the general public; and

"(8) the term 'State educational agency' means the State board of education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools, or, if there is no such officer or agency, an officer or agency designated by the Governor or by State law.".

Senator BENTSEN. Our first witness is Mr. Tom Anderson, director of professional practices, Texas Education Agency.

Mr. Anderson, do you have prepared testimony that you have given us?

STATEMENT OF TOM ANDERSON, DIRECTOR OF PROFESSIONAL PRACTICES, TEXAS, EDUCATION AGENCY

Dr. ANDERSON. Yes, sir, I do.

Senator BENTSEN. Please be seated and proceed.

Dr. ANDERSON. Mr. Chairman, members of the subcommittee, I am Thomas E. Anderson, Jr., director of professional support and professional practices of the Office of the Deputy Commissioner for Programs and Personnel Development, Texas Education Agency. My remarks this morning will be as a representative of the Texas Education Agency regarding the proposed legislation, S. 2997, which has the purpose of providing financial assistance for school construction to local education agencies educating large numbers of immigrant children born in Mexico.

On July 12, 1975, the Texas State Board of Education passed a resolution recognizing the recent influx of immigrant/alien children from Mexico in Texas school districts and the problems resulting from the rapidly increasing enrollments.

National policy provides for entry of legal immigrant/aliens into the United States. Significant numbers establish residency in Texas where the children are eligible to attend school in the district of their residence and receive all benefits of the free public schools.

Region I Education Service Center in Edinburg, Tex., and the Texas Education Agency conducted studies during the 1975–76 and 1976–77 school years to assess the impact of the continually increasing Mexican immigrant/alien enrollments. Statewide data regarding numbers and locations of legal immigrant/alien children who were born in Mexico and were enrolled in Texas schools were collected.

In January 1976, there were 44,799 children born in Mexico attending Texas schools. In January 1977, the number was 51,348, an increase of 6,549 in 1 year. This represents an increase of the total statewide enrollment, which is in excess of 2.8 million, from 1.59 to 1.8 percent in the 1-year period. Of the 51,348 children identified in 1977, 10,534 or approximately 21 percent, were in the reporting districts for the first time. This represents a significant influx of such children in a 1-year period.

The impact of such enrollments was predominantly in the 61 school districts in the 13 countries that border Mexico. In 1975–76, 26,940 children, 9.6 percent of the total enrollment of those districts, were born in Mexico. Sixty-nine percent of the children had been enrolled in the reporting districts for 4 years or less which affirms the recency of the influx.

Of particular significnace is that 82 percent of the total were participating in the free lunch program, which indicates the low socioeconomic status of the immigrant families.

Therefore, the families do not generate corresponding tax revenue to support the school districts within which they establish residency.

Data for 1977 indicate a continuing increase of enrollments from Mexico in the majority of the 61 districts.

The primary burden the most affected districts are unable to adequately address is the requirement for additional classroom space. For example, an indepth study of a typical border district demonstrated that two additional classrooms were needed for 1976–77 over 1975–76 solely because of an increase of 50 new resident children from Mexico.

Several south Texas districts, which have greater annual influxes, require significantly more classrooms each year. The most affected districts are those that have limited resources. They have limited tax bases and near the maximum bonded indebtedness allowed under law.

On July 9, 1977, the State Board of Education, after reviewing the various data and the problem implications for certain school districts, passed a second resolution. It affirmed the board's concern and requested that appropriate Federal officials and agencies take cognizance and provide assistance in resolving this problem.

The focus of the State effort is to provide a sound and adequately funded basic educational program for these immigrant/alien children. Teachers, textbooks and other affiliated program costs are funded by the State in significant amounts. Buildings are not provided, but represent a minor cost in comparison to program costs.

Therefore, there is a need for additional resources to provide classroom space for those school districts most affected by the influx of immigrant/alien children from Mexico. Although statewide data are for only a 2-year period, implications are that the impact is significant and that numbers and percentages of children born in Mexico enrolling in Texas public schools will continue to increase.

I will respond to any questions that you may have, sir.

Senator BENTSEN. Why don't you stay awhile, Tom, and we will bring up the other witnesses in sequence and, when they have completed their statements, we will question you all together.

I would like to ask Mr. Raul Besteiro, superintendent, Brownsville Independent School District, Brownsville, Tex., to come up please to present his testimony.

Here is a witness who is facing the every day realities of the immigration problem. I appreciate your comments.

STATEMENT OF RAUL A. BESTEIRO, JR., SUPERINTENDENT, BROWNSVILLE INDEPENDENT SCHOOL DISTRICT, BROWNSVILLE, TEX.

Mr. BESTEIRO. Thank you, Mr. Chairman and members of the committee.

I have a prepared statement, but I would like to elaborate on my own, if I could.

Senator BENTSEN. Fine. We will take your prepared statement for the record, and if you would, go ahead and make your comments (See p. 13.)

Mr. BESTEIRO. My name is Raul Besteiro. I am superintendent of Brownsville Independent School District in Brownsville, Tex. Our school district has an enrollment of 23,800 children in a community

of 75,000 people, which gives us about 33 percent of the population being in school as compared to the national norm which runs anywhere from 13 to 16 percent.

In the past few years—1972, it all started—we were trying to find out where our increased enrollment was coming from and why we could not catch up with the classroom situation in our school district. And doing some research, we started to see that a lot of the students coming into our district were legal aliens in our community.

Since 1972, we have kept accurate records as to the number of legal aliens that have come into our community. And as of right now, we are above 4,500 school age children in the district since 1972. In the last 5 years we have been receiving between 900 and 1,000 students of legal residency and, thus, we have needed 40 classrooms a year to keep up with the growth in our district, at a cost of approximately $20,000 a classroom.

We are a community that cannot afford bond issues because we are already heavily bonded and indebted. We have no taxable industry as such, and most of the taxation in our community comes from the homes of our citizens. Although a legal alien comes into our community, he brings no taxable wealth from Mexico. And in order for him to become a productive citizen, it will take him from 5 to 8 years to start paying taxes into our district that would help in anyway as far as educating these children.

Our problem has been that we would have to build portable buildings with our construction, with the rate of portable building every 15 days, because we have no way to house our children except by our own means. In order to build a portable, we are getting by with a cost of $8,000 or $9,000——

Senator BENTSEN. Let me understand that. You said you have to build a portable room every 15 days?

Mr. BESTEIRO. So we can keep up with next year's growth.

And right now our district in the elementary level is 50-percent portable. We have been able to maintain our district growth by bringing down the naval barracks from Kingsville to Brownsville and converting into classrooms. We still have seven classrooms that are World War I barracks still being used as classrooms.

We would like to do away with this, but at the present time we do not have one available classroom in our district. We have a situation that we are trying to maintain a good educational component. I feel we have a fantastic educational staff despite the 90- and 100-degree weather. We have no air-conditioning in the classrooms and at the present time the teaching continues at a high standard. But I think our children deserve a little bit better than this.

What we are asking for is help in housing these children. We can provide the teachers; we can provide the materials. We need the help in the permanent housing. Last year our district sacrificed from the educational enrichment component and built two elementary schools to keep up with the growth. Now, these were permanent buildings, aside from our portable buildings that we continued to build every day of the week. I think that our children deserve the same type of education as anybody else.

We think if we could get the one shot in the arm to build permanent buildings we could hold our own for the future and try to get ourselves back in shape. Our community has taken a terrible blow with the devaluation of the peso, and our citizens are in no condition to pass a bond issue, even though we could pass one, because our taxes are right high as it is.

And I would appreciate your consideration of it.

[Mr. Besteiro's prepared statement follows:]

STATEMENT BY RAUL A. BESTEIRO, JR., SUPERINTENDENT, BROWNSVILLE INDEPENDENT SCHOOL DISTRICT, BROWNSVILLE, TEX.

THE IMPACT OF THE LEGAL IMMIGRANT ALIEN TO A TEXAS DISTRICT ON THE MEXICAN BORDER

The Brownsville Independent School District whose boundary is the Rio Grande River on the South and has approximately 92 square miles of area is presently serving 23,800 students. In a city whose population is 75,000, this shows that approximately one-third of the population is of school age. Whereas, the norm of school age children around the country is only 17 to 18 percent, Brownsville has 33 percent school age children. This is due to the constant additional enrollment of 1,200 students per year. Nine hundred (900) of these students being legal immigrant aliens. In order for the Brownsville Independent School District to house these students, forty (40) classrooms are needed on a yearly basis. At an economy cost of $20,000 per room, we are looking at a need of $800,000 per year. This does not include supplies and facilities, such as offices, first aid rooms, cafeterias, etc.

Due to the low economic index of our community and high rate of unemployment, we do not enjoy the wealth that other communities enjoy for the education of our children. The impact of the legal children since 1972, when the Brownsville Independent School District started to identify legal aliens, has been that of over 4,500 children in our schools throughout the district causing an overcrowded condition, thus deteriorating our educational component. If aid could be obtained to build housing for these 4,500 children, I am sure our district could hold its own with the influx of legal aliens that may confront the district in the foreseeable future.

At the present time, Brownsville Independent School District needs three additional elementary schools and many additional classrooms in our present elementary schools to maintain an educational component. I would like to make it clear that we are talking about a legal alien child and has nothing to do with housing of illegal aliens.

Any assistance that we can receive on this massive problem to the school districts along the border, such as mine, would be very much appreciated.

BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

April 24, 1978

Report of Student Aliens admitted into Brownsville Public Schools from 9/1/72 to 3/31/78.

School	1972-1973	1973-1974	1974-1975	1975-1976	1976-1977	Thru March 1978	TOTALS
Canales	40	71	56	76	75	61	379
Castaneda	1	0	37	22	23	7	90
Clearwater	4	41	47	59	43	47	241
Cromack	40	73	82	87	40	65	387
Del Castillo	0	0	28	23	65	36	152
Egly	0	0	0	0	0	22	22
El Jardin	24	48	46	55	67	53	293
Garden Park	1	26	38	24	20	27	136
Garza	0	0	0	0	0	1	1
Longoria	18	50	47	30	23	36	204
Martin	1	5	39	15	19	23	102
Palm Grove	0	0	0	6	12	13	31
Perez	0	0	4	8	48	16	76
Putegnat	52	108	89	108	119	69	545
Resaca	11	22	26	32	16	23	130
Russell	11	3	8	18	30	17	87
Sharp	0	1	0	9	3	14	27
Skinner	11	34	25	41	51	27	189
Victoria Hts.	4	36	19	35	32	9	135
Villa Nueva	0	1	7	10	7	2	27
Webb	17	30	40	34	32	25	178
Central	45	58	63	95	57	45	363
Cummings	14	16	27	47	7	18	124
Faulk	21	44	49	42	32	20	208
Stell	4	18	19	12	8	15	76
Hanna	7	15	47	42	30	21	162
Porter	0	0	20	25	35	9	89
Pace	0	0	0	8	11	12	31
Reg. Deaf Sch.	0	0	0	0	0	0	0
Bro. Opportunity	0	1	0	2	4	1	8
Moody Annex	0	0	0	0	0	2	2
TOTALS	326	701	858	965	909	736	4495
Other than Mexico students					6	5	11
					915	741	4506

Senator BENTSEN. Our next witness is Dr. Gonzalo Garza, superintendent, Eagle Pass Independent School District, Eagle Pass, Tex.

STATEMENT OF GONZALO GARZA, SUPERINTENDENT, EAGLE PASS INDEPENDENT SCHOOL DISTRICT, EAGLE PASS, TEX.

Dr. GARZA. Senator, my name is Gonzalo Garza, superintendent of the Eagle Pass, Tex., Independent School District.

Eagle Pass is composed of a community of about 20,000 people. We have an enrollment of about 8,000 youngsters; 2,000 of these youngsters comprised of legal alien children.

Aside from the problem of the high influx of the legal alien children, we also are besieged by the number of Federal programs or Federal assistance that we have gotten with other problems concerning the education of these types of children. We are also besieged with over 3,000 migrant children. We have some other children enrolled in our bilingual education program.

Eagle Pass being 90 percent Mexican American has a problem with not only the legal alien children, but also the children that come to us already with language handicaps. The policies of State and Federal Government places responsibilities for the education of immigrant people on local school districts.

The percentage of immigrant aliens enrolled in the Eagle Pass Independent School District has increased from 20.7 percent in 1976 to 25.8 percent in 1977. This impact of pupils places an undue burden and virtually an impossible strain on the local district to provide housing and special programs demanded of the entry of these pupils.

This inability to provide housing for the increasing numbers of immigrant students results in overcrowded classrooms and decreasing educational opportunity for the remainder of our pupils. This burden is placed on the area of the State that is most impoverished in terms of the necessary tax base to provide funds to meet these needs.

Added to the demand that we appropriate 90 percent of our teacher units in first and second grade, we are in a bind already because we will not be able to meet the demands imposed by the regulations that say that we must decrease the pupil-teacher ratio, particularly in the first, second, and third grade.

The Eagle Pass area has traditionally suffered from persistent economic problems. In the most recent U.S. census, this school district in Maverick County was one of two of the most economically depressed areas of Texas and the Nation.

Devaluation of the peso has also caused us great concern because that has limited the influx of businesses into the Eagle Pass area. These districts along the border, as well as other school districts in Texas, have been experiencing great difficulty in trying to meet the educational needs of their students. This is particularly so in the border school districts that are suffering from the heavy influx of children entering the Texas public schools for the sole purpose of receiving a free public education and upgrading their economic and social life.

These border school districts are enrolling, in general, Mexican American students who not only have language handicaps but also are experiencing low socioeconomic deprivation due to the multiplicity of other problems. As I mentioned, bilingual enrollment, and also the special Regulation 9442 that imposes certain restrictions as far as classroom space. And that, to, is in conflict with what we are trying to get. We have gathered documentation on the legal influx of Mexican immigrants into our school districts. We are now averaging around 7 percent annual growth in enrollment, amounting to about 500 new students every year. We are adding 24 new classrooms to our high school at the present time.

With matching funds from EDA, our school was built four years ago to house 1,800 students. We are now projected for next year 2,500 students, and the 24 classrooms added will barely meet those needs.

The Eagle Pass documentation is included for your information. For example, in our own high school, we have over 309 legal alien students, and that is not counting some of the other youngsters that get by that we have no documentation on.

Senator BENTSEN. Legal or illegal, we don't know?

Dr. GARZA. We don't know. These have been identified as legal aliens. We admitted 148 this past year on the provisional enrollment pending their legal listing or getting their papers legalized.

We also made a study in our Eagle Pass district where we wanted to know how many of these children are born each year, either from one parent living in Mexico or a Mexican national or two parents of Mexican origin in Mexico. And we found out that in 1976 the number of children with one parent a Mexican national, 227 births. The number of children both parents Mexican national, 391. And the number of parents living in Mexico at the time of the child's birth was 153. That is a total of 771 children in 1976 that were born in Eagle Pass.

In 1977, the number of children with one parent a Mexican national, 216. The number with both parents Mexican nationals, 296. And the number of parents living in Mexico at the time of the birth of their child, 81.

We are not feeling the impact as much right now because there are American citizens born here and they go back to Mexico. Five years from now they will be coming in and demanding their rights as American citizens to take a free public education. And that is the problem that I feel that is going to come with us in the very near future. Of course, you know that Eagle Pass is an independent district located on the United States-Mexican border. In 1977, we average 14 percent unemployment. At the present time the present unemployment rate at Eagle Pass is 24.9 percent, which is probably one of the highest in the Nation. The income in the county, residents for Eagle Pass, is $4,510. For the Mexican Americans in that area, it is $3,906.

The educational level for the county residents is 6.6 years. For the Mexican Americans, it is 5.8 years. And we get these youngsters daily, and this will probably lower the level of education in that area.

We have 33 percent of our families that are making under $3,000; 22 percent of our families, $4,999; 28 percent in the range of $5,999; and 12 percent of our families make $10,000 to $14,999; and only 5 percent of the families make $15,000-plus. Ninety percent of the group reflected an education achievement level of less than 9 years.

And as I mentioned, the unemployment rate in 1977, October, was 14.9 and now 24.9. So we have this documentation before you. We have had good response from people in all of the areas and we need help and we need help badly. Right now the Mexican American population enrolled in Eagle Pass Independent School District represents about 90 percent. And the Mexican American children since 1972 have shown some improvement in their academic achievement as measured by the Iowa test of basic skills. But the overall growth has been deterred by the following: (1) The increase of the pupil-teacher ratio. We have classes of 36, 37, and 40 in the first, second, and third grades. (2) the high percentage of migrant students, (3) high percentage of students speaking a language other than English, we have 58 percent

of these youngsters, (4) and the influx of legal aliens into our school district.

So, we have the research that region 1 with the Texas Education Agency has conducted where we identified over 50,000 legal alien children living along the Mexican border areas, and that is a bunch.

I would also like to add the resolution that was passed by the Rio Grande Valley School Board Member Association.

Whereas, the statutes and the policies of State and Federal Government place responsibility for the education of immigrant pupils on local school districts, and

Whereas, the influx of such immigrant pupils from Mexico is increasing dramatically as evidenced by studies conducted by the Texas Education Agency and Region One Education Service Center of Edinburg, Texas, and

Whereas, this impact of pupils growing out of Federal immigration policies places an undue burden and virtually impossible financial strain on such local districts to provide housing and special programs demanded by the entry of such pupils;

Whereas, the inability of districts to provide housing for the increasing numbers of immigrant students results in overcrowded classrooms and decreasing educational opportunity for all pupils of these districts, and

Whereas, this burden is placed on that area of the State that is most impoverished in terms of a necessary tax base to provide funds to meet these needs, and

Whereas, the Honorable Dolph Briscoe is cognizant of the situation and wants to support a resolution of the problem; Therefore be it

Resolved, That the Rio Grande Valley School Board Association representing 39 local school boards by the passing of this resolution wishes to thank Governor Briscoe for his past and continued support, and be it further

Resolved, That the RGVSBA wishes to thank Senator Lloyd Bentsen, Congressman Kika de la Garza, Congressman Robert Krueger, State Senator Raul Longoria, and other State legislators for their support, and be it further

Resolved, That the RGVSBA respectfully requests that Governor Briscoe, Senator Bentsen, Congressman de la Garza and Congressman Krueger support our efforts in arranging an audience with President Jimmy Carter, the Secretary of Commerce, Secretary of HEW, and the Director of the Immigration and Naturalization Service, to explore this problem, and be it finally

Resolved, That copies of this resolution be sent to appropriate local, State and Federal officials and agencies, and that this resolution be spread on the permanent records of this association.

Mr. GARZA. Senator, this is my testimony, and I hope it is of some help to all of us.

Senator BENTSEN. It will be helpful, Mr. Garza.

[Mr. Garza's prepared statement follows:]

TESTIMONY PRESENTED BY DR. GONZALO GARZA, SUPERINTENDENT, EAGLE PASS INDEPENDENT SCHOOL DISTRICT, EAGLE PASS, TEX.

The statutes and the policies of State and Federal government place responsibility for the education of immigrant pupils on local school districts.

The percentage of immigrant aliens enrolled in the Eagle Pass Independent School District has increased from 20.7% in 1976 to 25.8% in 1977.

This impact of pupils places an undue burden and virtually impossible strain on the local district to provide housing and special programs demanded by the entry of these pupils. This inability to provide housing for the increasing numbers of immigrant students results in over-crowded classroom and decreasing educational opportunity for all pupils. This burden is placed on the area of the state that is most improverished in terms of a necessary tax base to provide funds to meet these needs.

The Eagle Pass area has traditionally suffered from persistent economic problems. Dating back decades and documented in the most recent United Census, the school district and Maverick County rate as two of the most economically depressed areas of Texas and the nation.

INFLUX OF LEGAL ALIEN ENROLLMENT AFFECTING TEXAS BORDER SCHOOL DISTRICTS AND SURROUNDING AREAS

School districts along the Texas border, as well as other school districts in Texas, have been experiencing great difficulty in trying to meet the educational needs of their students. This is particularly so in the border school districts that are suffering from a heavy influx of legal alien children entering the Texas Public Schools for the sole purpose of receiving a free public education and/or upgrading their economic and social life.

These border school districts are enrolling, in general, Mexican-American students who not only have language handicaps, but who are also experiencing low socio-economic deprivation due to a multiplicity of other problems.

We have gathered data and documentation on the legal influx of Mexican immigrants into our school districts. We are now averaging around 7% annual growth in our enrollment, amounting to about 500 new alien students per year. 26% of our present enrollment has been identified as legal alien students.

The following documentation is included for your information.

Eagle Pass Independent School District, 1977–78 school year

Undocumented immigrants:	
High school	309
Elementary schools	1,332
Total	1,641
Students provisionally enrolled	148

Children born in Eagle Pass, Tex., in 1976 and 1977 with one or both parents Mexican nationals

1976:	
Number of children with 1 parent a Mexican National	227
Number of children with both parents Mexican Nationals	391
Number of parents living in Mexico at the time of the birth of their child	153
1977:	
Number of children with 1 parent a Mexican National	216
Number of children with both parents Mexican Nationals	296
Number of parents living in Mexico at the time of the birth of their child	81

Demographic data of Eagle Pass, Tex.

The Eagle Pass Independent School District is a county-wide school district located on the United States and Mexico border. The school district encompasses Maverick County with a total population of 26,020. Eagle Pass, the County Seat, has a population of 23,000 and shares the border with Piedras Negras, Coahuila, Mexico, sister city, with a population of 85,000. Eagle Pass is over 150 miles from the nearest metropolitan area. The community is dependent upon its limited agricultural, small clothing and semi-hardware industries.

The 1970 census data reflected that Maverick County was one of the poorest counties in Texas. From an economic standpoint, the average mean family income for a Maverick County family was $4,510. An indepth analysis of this data reflects this additional pertinent information:

Income (mean):	
County resident	$4,510
Mexican-American	$3,906
Education (years):	
County resident	6.6
Mexican-American	5.8
Maverick County family income levels:	*Percent*
Under $3,000	33
$3,000–$4,999	22
$5,000–$9,999	28
$10,000–$14,999	12
$15,000	5

NOTE.—90 percent of the county reflected an education achievement level of less than 9 years.

The October 1977 unemployment rate for Maverick County was 14.9. This figure is almost double the national average of 7.7.

Economic deprivation

The Eagle Pass areas has traditionally suffered from persistent economic problems. Dating back decades and documented in the most recent compilation of the United Sates Census, the school district and Maverick County rate as two of the most economically depressed areas of Texas and the nation. The following table reflects the economic disparities.

Economic variable for Maverick County (present unemployment rate 24.9)

Total populaton 1970	18,003
Incidence of poverty, 1970	50.8
Percent population in household with income under 75 percent of poverty level, 1970	40.0
Percent population in household with income under 125 percent of poverty level, 1970	59.8
Percent net change in population, 1960–1970	24.7
Percent Negro population, 1970	.1
Incidence of poverty for Negro population, 1970	0
Percent population of Spanish surname or language, 1970	90.3
Incidence of poverty for population of Spanish surname or language, 1970	56.5
Incidence of poverty for White population minus population Spanish surname or language, 1970	
Percent rural population, 1970	15.1
Percent population aged 0–14, 1970	38.5
Percent population aged 65+, 1970	6.6
Dependency ratio, 1970	82.1
Incidence of poverty for population aged 0–17, 1970	58.6
Incidence of poverty for population aged 65+, 1970	51.3
Per capita personal income in dollars, 1969	1,708
Number of persons served by food stamps or commodities, August 1973	6,062
Percent of poor population served by food stamps or commodities, August 1973	66.1
Number of OAA payments, July 1973	624
Percent of poor aged 65+ receiving AA payments, July 1973	101.29
Number of persons under 18 on AFDC, July 1973	1,138
Percent of poor under 18 on AFDC, July 1973	22.5

The Mexican-American student population enrolled in the Eagle Pass Independent School District represents 89.4% of the total district enrollment. The Mexican-American children have since 1972 shown some improvement in their academic achievement, as measured by the Iowa Test of Basic Skills, however, the academic growth on an overall basic has been deterred by the following:

Increase of teacher pupil ratio: 1 to 30.48.

High percentage of migrant students: 2,138.

High percentage of students speaking a language other than English most of the time: 4,188, or 58 percent.

Influx of legal aliens into school district.

Based on the facts presented herein (see Exhibit A), we feel that the problems related to the education of immigrant alien students will continue to multiply. The crucial issue of funding for needed housing and program development is of major importance at this time. We have made several attempts to communicate with our federal officials our concerns for the problem of the legal alien student. A meeting was held July 15, 1977, with the White House Domestic Council. Again, on April 26, 1978, a meeting was held with U.S. Commissioner Ernest Boyer and a representative of the White House Domestic Council (see Exhibit B). Also, the following legislators need to be recognized for their efforts: Congressman Eligio De La Garza, Congressman Robert Krueger, Congressman Abraham Kazen, State Senator Raul Longoria, Senator Lloyd Bentsen, and Senator John Tower.

At present, we have had little success in our attempts to initiate possible solutions to our problem. We hope that in view of the data presented, we can further increase the realization of this particular plight that we encounter daily.

EXHIBIT A

NUMBER AND PERCENTAGE OF MEXICAN IMMIGRANT/ALIEN STUDENTS ENROLLED IN TEXAS BORDER SCHOOL DISTRICTS DURING 1975-76 AND 1976-77—SCHOOL DISTRICTS IN COUNTIES BORDERING MEXICO

County and district	Enrollment 1st quarter		Number of immigrant/aliens		Percentage of immigrant/aliens	
	1975-76	1976-77	1975-76	1976-77	1975-76	1976-77
Brewster:						
Alpine ISD	1,228	1,244	4	5	0.3	0.4
Marathon ISD	175	157	11	12	6.3	7.6
San Vicente CSD	13	21	0	0	0	0
Terlingua CSD	19	24	0	0	0	0
Cameron:						
Brownsville ISD	22,618	22,683	3,070	3,131	13.6	13.8
Harlingen ISD	11,785	11,554	500	479	5.0	4.2
La Feria ISD	1,736	1,776	101	147	5.8	8.3
Los Fresnos ISD	2,296	2,372	110	144	4.8	6.1
Point Isabel ISD	1,655	1,630	77	82	4.7	5.0
Rio Grande MHMR ISD	116	64	0	2	0	3.1
Rio Hondo ISD	1,280	1,295	43	79	3.4	6.1
San Benito ISD	6,464	6,024	378	383	5.7	6.4
Santa Maria ISD	290	296	56	63	19.3	21.3
Santa Rosa ISD	875	745	64	52	7.3	7.0
South Texas ISD	439	538	35	22	8.0	4.1
El Paso:						
Anthony ISD	390	374	34	42	8.7	11.2
Canutillo ISD	1,825	1,884	280	177	15.3	9.4
Clint ISD	807	790	87	74	10.8	9.4
El Paso ISD	62,884	62,706	5,988	5,098	9.5	8.1
Fabens ISD	1,632	1,584	187	192	11.5	12.1
San Elizario ISD	400	436	36	42	9.0	9.6
Socorro ISD	2,964	3,159	564	573	19.7	18.1
Tornillo ISD	312	285	69	67	22.1	23.5
Ysleta ISD	40,851	41,648	3,184	3,140	7.9	7.5
Hidalgo:						
Donna ISD	4,622	4,198	467	522	10.1	12.4
Edcouch-Elsa ISD	3,298	2,923	193	191	5.9	6.5
Edinburg ISD	9,915	9,650	513	671	5.2	7.0
Hidalgo ISD	1,005	1,104	273	341	27.2	30.9
La Joya ISD	2,719	2,505	385	449	14.3	17.9
La Villa ISD	500	457	11	20	2.2	4.4
McAllen ISD	14,346	15,250	1,759	1,842	12.3	12.1
Mercedes ISD	3,945	3,622	283	296	7.2	8.2
Mission ISD	6,553	6,224	565	686	8.6	11.1
Monte Alto ISD	305	256	56	44	18.4	14.8
Pharr-San Juan-Alamo ISD	11,593	10,288	956	1,144	8.2	10.6
Progreso ISD	472	502	112	98	23.7	19.5
Sharyland ISD	1,317	1,371	117	77	8.9	5.6
Valley View CSD	185	197	5	51	2.7	25.8
Weslaco ISD	7,200	6,775	470	494	6.5	7.3
Hudspeth:						
Allamore CSD	5	6	0	0	0	0
Dell City ISD	372	374	58	37	15.6	9.8
Fort Hancock ISD	252	258	66	71	26.2	27.5
Sierra Blanca ISD	165	173	0	1	0	.6
Kinney: Brackett ISD	604	639	63	57	10.4	8.9
Presidio:						
Candelaria CSD	12	19	0	0	0	0
Marfa ISD	694	694	7	0	1.0	0
Presidio ISD	945	563	112	101	20.6	17.9
Ruidosa CSD	13	16	0	0	0	0
Starr:						
Rio Grande City ISD	4,210	3,902	455	500	10.2	12.8
Roma ISD	2,847	2,792	606	653	21.3	23.4
San Isidro ISD	398	398	16	18	4.0	4.5
Terrell: Terrell County ISD	381	365	2	7	.5	1.9
Val Verde:						
Comstock ISD	114	123	12	11	10.5	8.9
Juno CSD	5	7	0	2	0	28.6
San Felipe-Del Rio ISD	8,724	8,709	939	914	10.8	10.5
Webb:						
Laredo ISD	20,160	20,576	1,727	1,774	8.6	8.6
Mirando City ISD	135	161	12	11	8.9	6.8
United ISD	2,512	2,833	96	106	3.8	3.8
Webb Consolidated CSD	211	216	0	2	0	0

TEXAS EDUCATION AGENCY

SURVEY OF ALIEN/IMMIGRANT STUDENTS BORN IN MEXICO—COMPARISON OF 1975-76 AND 1976-77 RESULTS

	1975-76	1976-77
1 Total number of alien/immigrant students enrolled	44,786	51,348
2 Number of alien/immigrant students 1st year of enrollment in the district	11,733	10,534
3 Total statewide enrollment	2,812,000	2,830,595
4 Statewide percentage alien/immigrant students of total enrolled	1.59	1.8
5 Does the presence of alien students in district cause fiscal or other Problems?		
Yes	117	175
No	942	899

	1st	2d	3d	4th	5th	1st	2d	3d	4th	5th
6 Priority order for relief from problems resulting from increasing enrollments of immigrant students:										
Stricter enforcement of immigration regulations	99	11	8	4	1	152	18	14	4	0
Provision for Federal impact local resources	8	45	22	8	1	27	91	28	12	3
Provision for State impact fiscal resources	11	23	42	8	0	18	46	80	9	0
Provision for alien students made through local resources	2	2	9	54	9	2	6	14	78	20
Other	13	5	0	2	11	9	14	1	15	20

EXHIBIT B

(RGVSBA): RIO GRANDE VALLEY SCHOOL BOARD ASSOCIATION

RESOLUTION

Whereas, The statutes and the policies of State and Federal government place responsibility for the education of immigrant pupils on local school districts, and

Whereas, The influx of such immigrant pupils from Mexico is increasing dramatically as evidenced by studies conducted by the Texas Education Agency and Region One Education Service Center of Edinburg, Texas, and

Whereas, This impact of pupils growing out of Federal immigration policies places an undue burden and virtually impossible financial strain on such local districts to provide housing and special programs demanded by the entry of such pupils,

Whereas, The inability of districts to provide housing for the increasing numbers of immigrant students results in overcrowded classrooms and decreasing educational opportunity for all pupils of these districts, and

Whereas, This burden is placed on that area of the State that is most impoverished in terms of a necessary tax base to provide funds to meet these needs, and

Whereas, The Honorable Dolph Briscoe is cognizant of the situation and wants to support a resolution of the problem, Therefore be it

Resolved, That the Rio Grande Valley School Board Association (RGVSBA) representing 39 local school boards by the passing of this resolution wishes to thank Governor Briscoe for his past and continued support, and be it further

Resolved, That the RGVSBA wishes to thank Senator Lloyd Bensten, Congressman Kika de la Garza, Congressman Robert Krueger, State Senator Raul Longoria, and other state legislators for their support, and be it further

Resolved, That the RGVSBA respectfully requests that Governor Briscoe, Senator Bentsen, Congressman de la Garza, and Congressman Krueger support our efforts in arranging an audience with President Jimmy Carter, the Secretary of Commerce, Secretary of HEW, and the Director of the Immigration and Naturalization Service, to explore this problem, and be it finally

Resolved, That copies of this resolution be sent to appropriate local, state, and federal officials and agencies, and that this resolution be spread on the permanent records of this association.

RICHARD CANTU, *President.*

Adopted: May 5, 1977.

Senator BENTSEN. We are pleased to have James Clark, superintendent, Nogales Unified School District, Nogales, Ariz.

Please proceed with your testimony.

STATEMENT OF JAMES K. CLARK, SUPERINTENDENT, NOGALES UNIFIED SCHOOL DISTRICT, NOGALES, ARIZ.

Mr. CLARK. Thank you, Mr. Chairman and members of the subcommittee. I probably would do my best statement to begin by saying I can say, "Me, too," with the statements made here, and speak with some authority for other school districts along the border in Arizona.

I think our problems are very similar and the solutions perhaps are the same.

I would like to give you some statistics. And since my notes were written on the plane last night, I do not have a copy for you, but I hope you will appreciate the comments.

Senator BENTSEN. I understand that you flew all night getting here?

Mr. CLARK. Yes, sir.

Senator BENTSEN. We are pleased to have you here.

Mr. CLARK. Very happy to be here.

Senator BENTSEN. I know you have a profound interest.

Mr. CLARK. The problems of financing new classroom construction vary from district to district in the State of Arizona. There are basic limiting factors in effecting the ability to provide educational facilities.

The major source of funds are school bonds. These bonds must be voted upon by the electorate in a particular district. Voters of the Nogales School District, which I represent, recently voted in favor of bonds 3 to 1. They voted to tax themselves for a $5.5 million bond issue. This is the maximum amount allowed under the bonding laws of our State.

It is enough to build a much needed new high school, and what construction we will be able to do will leave us without much for a good, comprehensive high school program. Other high schools being built for the student bodies, we estimate are spending from $9 to $12 million for similar facilities.

The old high school built in 1915 will not be abandoned. It will be used in much needed elementary classrooms. We have received no State or Federal aid for new facilities. Public Law 815 which was designed to help school districts impacted by Federal activities in one that we have not qualified for.

Public Law 874, which provides districts with about $10,000 a year to reduce the taxes on the Federal property is of some help but not of significant value. In lieu of funds provided in section 3 of Public Law 94–565 have yet to benefit our school district.

If they are received in the district, they will be used to reduce taxes and not increase our bonding capacity or capital improvement funds under the laws of the State. The bonding capacity of ours and other districts in the State is limited to 20 percent of the assessed valuation. Our assessed valuation is only $27 million. And like Brownsville, most of that comes from homeowners' taxes. That is the source of it.

The district is a kindergarten through eighth grade district and is limited to 10 percent for assessed valuation for construction. And the

same is true for 9 through 12, my school district. Add to this factor the poor district versus the rich district, and I am sure those exist in every State. Ours, like Brownsville and Eagle Pass, happens to be a poor one. There is very little industry in the State. And the communities of Nogales depends principally on commerce with Mexico. We are a trade center for the interior of Mexico, going as far south as Sinaloa.

We also have produce coming into the United States, but it only makes a customs stop and then goes on. The new immigrants who arrive in our district generally are not affluent. It takes several years for them to become affluent and that contributes significantly to the tax base that supports public schools.

A survey in our district—there are 4,638—1,865 were born in Mexico, which is over 40 percent.

Senator BENTSEN. What percent?

Mr. CLARK. Over 40 percent. Of the parents in our district, 3,138 fathers were born in Mexico; 3,382 mothers were born in Mexico.

I think this lends some support to the fact that immigration laws in the United States have and will continue to effect the population of our communities. The proximity of our communities to the major ports of entry and the proximity to Mexico, immigration laws of the United States place a special financial burden on the taxpayers of Nogales. This burden needs special consideration and support if we are to provide equal educational opportunities and quality education.

In the district the dedicated efforts and my administrative assistance, we were able to compete fairly successfully for program funds on a national level. But unable to obtain assistance to build buildings from Federal sources for a variety of reasons. We made application in round 1 and 2 of EEA funding and placed 18th in the ranking in the State of Arizona of the several hundred applications made for the first round of funds. One of the 13 went to the City Council of Nogales, but it did not build classrooms. The second round received from Santa Cruz County, Ariz., precluded us from any funds at all, so our application was rejected on those grounds alone.

I hope there will be a third round and we hope this will be successful and it will help us a great deal.

I am also chairman of the manpower planning council and I am greatly aware of the number of unemployed. In the last 3 years, the lowest we have ever been in unemployment, the official figure is 11 percent. We have been over 20 percent on several occasions. The peso devaluation has been a staggering blow to our community. Commerce, the retail trade dropped off significantly. Many of these local merchants reduced their working force by 60 percent. The number of free lunches in our school district have risen roughly 5,000 students and runs in access of 1,000 meals a day. We provide both a breakfast and a lunch program. We think it is of significant value but does not take the place of dollars in a household.

We in Nogales laud our fellow educators from Texas and particularly you, sir, for your efforts to assist us to provide quality education.

I would be very happy to answer any question that you may have for us at this time. This concludes my statement. Thank you very much.

Senator BENTSEN. Thank you very much.

Mr. Anderson, would you describe for the record how school construction is generally financed?

Mr. ANDERSON. In Texas, school construction is a local responsibility. It is based upon the taxing power of the district and voted upon its bonds or the authority to enter into a bond indebtedness program for the construction.

The State of Texas does not provide funds for school construction. Upon such a positive vote of the voting citizenry and the authority and amount of bonds to do so for the particularly buildings to be constructed, then, of course, the district sells those bonds and enters into such a long-term program of indebtedness to provide that classroom construction. In some few instances other funds are available that can be used for construction, such as the Federal title and migrant programs. But those are not general construction funds, they are limited and may be used only for the migrant program. Which is if there is a particular teacher that is important in these programs and no space available, then funding can be used to provide space for that teacher. But here again, sir, these are not general construction moneys.

Senator BENTSEN. Is there a way to compare the towns' ability to finance educational programs or educational construction? Can you give me some feel for the disparity between school districts in Texas, and or outside of Texas, if you have that information?

Mr. ANDERSON. Sir, I do not have that knowledge outside of Texas. But perhaps one example may be within the State of Texas, to finance public education the value of the district was assessed based on market value of property in a district and full market value.

Based upon this, the State first provides for a per capita allocation for program costs. Then a foundation for program costs. And then there is equalization. And equalization is based upon taxable wealth of the district.

As an example of its ability to pay for its public educational programs, this is concomitant with its ability to finance construction. Therefore, for a district to participate in a State program, it has to indicate a low ability to pay for one program. And second, the concomitant low ability to pay for construction facilities.

The district that we are talking about participates in a maximum amount allowed in the equalization, which is 210 per 88.

There are seven districts in the State that qualify for the program money. These are districts we are talking about. Eagle Pass, the Brownsville, and those districts. Therefore, in this kind of a context, sir, I would say this is indicative of their inability to provide construction at that level as compared with some other districts in the State.

Senator BENTSEN. My bill has been constructed to be administered by the Southwest Border Commission. It requires that a school district have at least 7 percent aliens with a minimum of 20 to be eligible. You can't build much of a schoolroom for under $20,000 We want to support permanent construction.

The man who would be charged with the responsibility of administration of funds under the Bentsen bill would be Federal Cochairman of the Southwest Regional Border Commission. He is here in the audience, Mr. Cris Aldrete. He is not scheduled as a witness, but I would like to call on him now for any comments he might have. I know

Mr. Aldrete was born and reared on that border and that he has an eminent knowledge of the conditions there.

I realize that you haven't been scheduled as a witness and haven't had an opportunity to prepare testimony.

STATEMENT OF CRIS ALDRETE, FEDERAL COCHAIRMAN, SOUTHWEST REGIONAL BORDER COMMISSION

Mr. ALDRETE. Thank you, Mr. Chairman. I would be delighted to make some observations based on some of the testimony and based on some of my experiences as a former school attorney for the previously known San Felipe School District.

But one particular item of interest with reference to the tax base, we were unable to meet a bond issue because of the very important tax revenues. The second when I then moved to the position of county attorney, the county commission court was trying to have the people pass an election that would approve a 5-cent tax per $100 valuation for flood control on the lateral road. It was of great benefit to San Felipe School, it traversed the city and made a horseshoe bend. And inevitably we suffered disastrous floods with loss of lives and property. One way that I was able to convince the community of San Felipe School District to come out and vote for this bond issue was because much of the value of the homes in that district would be $3,000 and escalated up to $9,000 to the better houses.

Under our tax system, we would tax one-third of the market value. So if you took the maximum value of the best house or average house of $9,000 and took the one-third, market value would be $3,000. We also had in our Texas tax system a $3,000 homestead taxable exemption. So, therefore, a $9,000 house would be exempt from paying that tax. And it would be a benefit of the San Felipe School District.

That, in essence, shows the taxable sources.

I would also like to point out, Mr. Chairman, the interest in demographic profile of our border towns, which constitute the Southwest Regional Border Commission. If we envision that Roman numeral X, you see a base of the age of 6 months, and your lines converge and it is the age back either of 17 to 37. What that shows you is that half of our population is under the age of 17 and the other half above the age of 37. It shows two things: One, the predominance of school-aged children. And second, that you have an absence of the productive element in society that has to migrate out to be able to find opportunties.

I would add one more comment, Mr. Chairman. I was one of the attorneys that came before the Supreme Court back in 1934 on the border community problem. That is the permanent resident alien that did not physically reside in the United States. We have that problem. I think most of our superintendents and witnesses here will agree that for years that many permanent aliens that immigrated to the United States continued to reside in the Mexican border towns but still keep sending their children across the river to the Texas school district. Now, of course, many of them are using our border communities as a jumping off spot, so to speak. And, of course, there are many family relationships and many close relationships.

One more comment I would like to add, Mr. Chairman, is the tremendous influx of a tier migration from the interior of Mexico by the border industry program. A recent study shows that 30 percent of the population of the Mexican border towns are immigrants from the interior of Mexico. That also has added impetus to them that are so close to the border, why not immigrate? Again, it adds to the impetus of immigration and to the tax base and the resources of our border communities.

Senator BENTSEN. Chairman Aldrete, the primary objective of the Bentsen bill is education of children. But also among the Border Commission's concerns are the economics of that area, the unemployment and the low per capita income. What effect do you think the Bentsen bill would have on the economic development of the border agency?

Mr. ALDRETE. Mr. Chairman, I would like to say economic development is not exactly the way we look at it. Ours is an underdeveloped area and our main purpose is to upgrade the standard of living. So it goes beyond economic development. Your bill, Mr. Chairman, would have a tremendous impact not only with economically providing the necessary capital for the physical buildings necessary, but also upgrading the educational attainment level of these children, and overall provide a healthier atmosphere for school age children.

Senator BENTSEN. But in the process would it also provide some jobs?

Mr. ALDRETE. Very much so. Correct.

Mr. GARZA. The influx of children coming in necessitates the building of more schools. More schools mean more families. More families means it would be more stores and restaurants and of economic significance to alleviate that problem.

So I would strongly say that whatever help we can get from your bill would certainly enhance the economic situation in our area.

Senator BENTSEN. Mr. Aldrete, I am concerned because we are trying to limit Government regulation and redtape. Do you think it would be possible to administer this bill without creating an administrative problem?

Mr. ALDRETE. Our administrative cost would be very insignificant. We are pretty well organized and our overhead is very, very little. And our delivery is very, very rapid.

We have a well-organized and professionally capable staff in Tucson, the Regional Commission headquarters. We also have the State offices in each of the four States—California; Arizona; New Mexico; and Texas. And we have close liaison with the districts and school communities. And for us to be able to implement this particular law it would be no delay and very little administrative cost, and with a greater delivery.

Senator BENTSEN. Will you have difficulty in collecting the information on which to distribute funds?

Mr. ALDRETE. No sir. In fact, in discussions with some of the gentlemen here present and others who have been here before discussion this issue with you and the Administration, our Commission is ready and willing to provide funds for a study that is necessary to provide the necessary data to support the implementation of this bill.

Senator BENTSEN. Gentlemen, this bill is somewhat of a departure from traditional Federal aid to education. Would you comment on the Federal, State and local relationship in financing education and how you think this emergency assistance fits into that relationship? Any one of you may respond.

Mr. GARZA. Other Federal bills, Mr. Chairman, have so many restrictions and it has to go through so many levels of the bureaucracy. And by the time we get the help we need in our local district, there has been placed so many stipulations and so much paperwork that has to be done in order to receive these funds. I am not alluding to the fact that we should not have the proper documentation. I believe in this case we do.

But our previous experiences have been that with Federal benefits, that the constraints are too strict.

Senator BENTSEN. Dr. Anderson?

Dr. ANDERSON. The State of Texas, the local districts in Texas accept their responsibility to provide dollars to provide free public education to those children who are living in the United States and who are enrolled in our public schools. We see also in relation to Federal policy that immigration is a Federal policy.

Resulting from this Federal policy, our school districts are having problems accommodating these numbers of children. Further, in relation to Federal policy, we see some problems in accommodating these and the lack of other Federal policies such as Dr. Garza mentioned.

Public Law 94–142 results in the need for additional classroom space in these districts to fully implement and provide the least restrictive alternative for children who are so identified. But the influxes of alien immigrant children make it difficult to fully implement that public law because of a policy that allows the children to come into our school district.

Further, in that relationship there is some history of the Federal Government accommodating situations that have been created as a result of Federal policy. Public Law 815 and 974 provided impact aid to districts near Federal installations where large numbers of Federal employees reside. The Indo-Chinese Refugee Act would provide a one-time allocation to districts to absorb Indo-Chinese children and is an example of this Federal-State relationship. And I think that relationship is critical, and I think we recognize in Texas that education is a responsibility of the State. And these districts are attempting to accept that responsibility as best they can, but there are certain limitations.

Senator BENTSEN. I would like you to buttress your statement at a later time and send us written comments concerning the economic tax base of these border school districts as compared to the national average, if such information is available.

Mr. ALDRETE. I just have one more observation. In reference to the last question you addressed to me, it may interest you to know on February 28 here in Washington at the annual National Governors Conference, all of the Title V Regional Commissions held meetings.

At that time our Commission, the Southwest Border Regional Commission, entertained a grant request by the Organization of U.S. Border Cities precisely for a study of the impact of legal alien

children on the border towns, which was favorably approved by the Governors of Texas, the late Governor Wesley Bolan, of Arizona, the alternate for Jerry Apodaca.

Since, we have been working with the Organization of U.S. Border Cities to develop such a study. In addition, if I may add, Mr. Chairman, we were prepared to host a conference in Arizona of the Border School Districts on this particular issue in order to gather the data necessary for the support of this particular legislation. Unfortunately, the time did not permit us to have that in time for this hearing today.

Mr. BESTEIRO. On the last EDA project handed down to the State, for example, Brownsville Independent School District did get a small portion that we had to fight for between the city and college in Brownsville. One of the problems I hope we won't face with your bill—it doesn't look that way—is there is so much money for administration. What we need so badly is to free it in such a way that we get the most for our dollars in mortar and brick.

And I would hope we can get this done through the legislation you are proposing. I think it would be very helpful, and a report should be given as to construction.

Senator BENTSEN. I think we are trying to get the message across to the Commission we don't want layers of employees to administer this. We want it simple.

Mr. BESTEIRO. On taxable wealth, our district can put $10,600 worth of taxable wealth on the heads of each child as compared to Houston, 300 miles up the road, that can put $90,000 of taxable wealth on the heads of any child.

Senator BENTSEN. I think it is important in designing a Federal program, that we get that information not just for Texas or Arizona, but also information some of the national averages. I would also like to have you gentlemen prepare information for me, if you can get it, concerning your own acceleration of enrollment as compared to prevailing patterns around the country. You may have to coordinate your efforts, but if you will, I would like that written information for the record.

[The information requested follows:]

COMPARISON OF ENROLLMENTS OF TEXAS SCHOOL DISTRICTS POTENTIALLY AFFECTED BY S. 2997 WITH SIMILAR SIZED DISTRICTS IN TEXAS AND THE NATION

Texas school districts eligible for resources under proposed S. 2997 and comparable sized districts in Texas and Nation	1972–73 enrollments and ADM[1]	1976–77 enrollments and ADM[1]
	25,000 or more	
El Paso ISD	65, 869	67, 116
Austin ISD, Austin, Tex	57, 997	61, 714
Jefferson Parish, Gretna, La	64, 788	65, 587
Long Beach Unified, Long Beach, Calif	65, 582	59, 786
Palm Beach County, West Palm Beach, Fla	67, 728	70, 614
Ysleta ISD	38, 223	43, 380
Lubbock ISD, Lubbock, Tex	34, 088	34, 062
Muscogee County, Columbus, Ga	38, 361	33, 060
San Jose Unified, San Jose, Calif	36, 323	38, 642
Calcasieu Parish, Lake Charles, La	38, 057	37, 022
	24,999 to 10,000	
Brownsville ISD	20, 975	24, 047
Waco ISD, Waco, Tex	19, 083	16, 080
Camden City, Camden, N.J	20, 900	21, 224
Gwinnett County, Lawrenceville, Ga	20, 889	24, 028
Cabell County, Huntington, W. Va	20, 886	19, 387

See footnote at end of table.

COMPARISON OF ENROLLMENTS OF TEXAS SCHOOL DISTRICTS POTENTIALLY AFFECTED BY S. 2997 WITH SIMILAR SIZED DISTRICTS IN TEXAS AND THE NATION—Continued

Texas school districts eligible for resources under proposed S. 2997 and comparable sized districts in Texas and Nation	1972–73 enrollments and ADM [1]	1976–77 enrollments and ADM [1]
McAllen ISD	13,676	15,34[illegible]
Goose Creek, ISD, Baytown, Tex	13,923	11,894
Ritenour, Overland, Mich	13,669	10,695
South San Francisco Unified, South San Francisco, Calif	13,653	13,972
Altoona Area, Altoona, Pa	13,664	12,788
Pharr-San Juan-Alamo ISD	11,431	12,728
Galena Park ISD, Galena Park, Tex	11,561	11,894
Grosse Pointe, Grosse Pointe, Mich	11,413	10,616
Waltham, Waltham, Mass	11,413	11,116
Wilkes-Barre area, Wilkes-Barre, Pa	11,460	11,050
Laredo ISD	20,463	22,172
Hurst-Euless-Bedford ISD, Bedford, Tex	17,557	17,704
Pontiac City, Pontiac, Mich	20,494	21,172
Eugene 04J, Eugene, Oreg	20,478	20,509
Stamford, Stamford, Conn	20,422	19,740
	9,999 to 5,000	
Edinburg ISD	9,449	9,997
Bryan ISD, Bryan, Tex	9,368	9,299
Westside Via Omaha, Omaha, Nebr	9,597	8,470
Washington County, Jonesboro, Tenn	9,392	9,495
Box Elder County, Brigham City, Utah	9,009	8,518
Mission ISD	5,939	7,090
Vidor ISD, Vidor, Tex	5,894	6,394
Bethel, Spanaway, Wash	6,070	6,576
Franklin County, Frankfort, Ky	6,039	6,191
Coeur d'Alene, Coeur d'Alene, Idaho	5,933	6,049
Weslaco ISD	7,039	7,698
West Orange-Cove CISD, Orange, Tex	7,058	6,671
Union County, Union, S.C	7,192	6,601
Marshalltown Comm., Marshalltown, Iowa	6,973	6,752
Harrison, Colorado Springs, Colo	7,223	6,753
Eagle Pass ISD	6,798	8,193
Plainview ISD, Plainview, Tex	6,846	6,755
Shaker Heights, Shaker Heights, Ohio	6,962	6,737
Lowndes County, Valdosta, Ga	6,661	6,718
New Berlin, New Berlin, Wis	6,998	6,685
San Felipe-Del Rio ISD	7,885	9,661
Lamar CISD, Rosenburg, Tex	7,965	8,537
Minnetonka, Excelsior, Minn	7,854	7,330
Covington City, Covington, Ky	7,765	7,124
Desert Sands Unified, Indio, Calif	7,911	8,903
	4,999 to 1	
Hildalgo ISD	873	1,264
Bandera ISD, Bandera, Tex	867	997
Shullsburg, Shullsburg, Wis	871	788
Flandreau, Flandreau, S. Dak	887	817
Mangum, Mangum, Okla	862	819
La Feria ISD	1,814	2,047
Pittsburg ISD, Pittsburg, Tex	1,889	1,836
Augusta, Augusta, Kans	1,848	1,764
Aztec, Aztec, N. Mex	1,871	1,931
Haleyville City, Haleyville, Ala	1,802	1,962
Santa Maria ISD	350	332
Zavalla ISD, Zavalla, Tex	357	358
Palouse, Palouse, Wash	348	313
Bettsville, Bettsville, Ohio	349	348
Rothsay, Rothsay, Minn	349	309
Santa Rosa ISD	892	893
Queen City ISD, Queen City, Tex	876	1,011
Homedale Jt. 370, Homedale, Idaho	893	812
Summitt, Prisco, Colo	881	1,117
Chickasaw County, Houston, Miss	885	914
Anthony ISD	434	402
Cayuga ISD Cayuga, Tex	423	355
White Lake, White Lake, Wis	433	609
Ohio City-Liberty, Ohio City, Ohio	431	430
Bolton, Bolton Landing, N.Y	432	433
Canutillo ISD	1,887	1,943
Fredericksburg ISD, Fredericksburg, Tex	1,802	1,975
Lenoir City, Lenoir City, Tenn	1,896	1,921
Williams Valley, Tower City, Pa	1,833	1,814
Fern Ridge 28J, Elmira, Oreg	1,828	1,786
Clint ISD	673	820
Pettus ISD, Pettus, Tex	658	559
Menahga, Menahga, Minn	683	639
Wausaukee, Wausaukee, Wis	672	797
Lakehurst, Lakehurst, N.J	680	731

See footnote at end of table.

COMPARISON OF ENROLLMENTS OF TEXAS SCHOOL DISTRICTS POTENTIALLY AFFECTED BY S. 2997 WITH SIMILAR SIZED DISTRICTS IN TEXAS AND THE NATION—Continued

Texas school districts eligible for resources under proposed S. 2997 and comparable sized districts in Texas and Nation	1972–73 enrollments and ADM[1]	1976–77 enrollments and ADM[1]
Fabens ISD	1, 758	1, 629
Littlefield ISD, Littlefield, Tex	1, 948	1, 991
St. Clair R–13, St. Clair, Mo	1, 721	1, 803
Moffat, Craig, Colo	1, 772	2, 181
Amelia County, Amelia, Va	1, 760	1, 919
La Joya ISD	2, 359	2, 972
Daingerfield ISD, Daingerfield, Tex	2, 360	2, 383
Mifflinburg area, Mifflinburg, Pa	2, 367	2, 450
Coalinga Junction Unified, Coalinga, Calif	2, 399	2, 472
Desoto 73, Desoto, Mo	2, 390	2, 941
Mercedes ISD	4, 246	4, 196
Castleberry ISD, Castleberry, Tex	4, 049	3, 609
Martinsville City, Martinsville, Va	4, 238	3, 910
Ionia, Ionia, Mich	4, 256	3, 208
Scott County, Forest, Miss	4, 211	3, 985
Monte Alto ISD	350	313
Meredian ISD, Meredian, Tex	343	444
Western Bonewah 42, Plummer, Idaho	341	373
Burden, Burden, Kans	357	450
Piute County, Piute, Utah	353	363
Progreso ISD	405	556
Turkey-Quitaque ISD, Turkey, Tex	417	425
Sargent, Monte Vista, Colo	414	409
Waltonville, Waltonville, Ill	411	392
Arapahoe, Arapahoe, Nebr	413	370
Valley View ISD	164	229
Megargel ISD, Megargel, Tex	160	143
Keene, Keene Valley, N.Y	162	158
Huntington, Huntington, Oreg	170	136
Chilhowee R–4, Chilhowee, Mo	165	193
Dell City ISD	408	379
Boy's Ranch ISD, Boys Ranch, Tex	410	406
Cotter, Cotter, Ariz	407	461
Rattan, Rattan, Okla	413	482
Napavine, Napavine, Wash	402	466
Fort Hancock ISD	213	275
Leggett ISD, Leggett, Tex	215	192
McClave, McClave, Colo	207	213
Des Moines, Des Moines, N. Mex	217	179
Beardsley, Becker, Minn	211	211
Brackett ISD	574	675
Glen Rose ISE, Glen Rose, Tex	575	846
Alden-Hebron, Hebron, Ill	569	494
Wonewoc, Wonewoc, Wis	569	567
Nome City, Nome, Alaska	581	895
Presidio ISD	483	562
Frankston ISD, Frankston, Tex	491	549
Laurens, Laurens, N.Y	481	474
Deerfield, Deerfield, Mich	472	496
New Knoxville, New Knoxville, Ohio	476	465
Rio Grande City ISD	3, 994	4, 182
McKinney ISD, McKinney, Tex	3, 933	3, 964
Elko County, Elko, Nev	3, 967	3, 896
Jefferson Township, Oak Ridge, N.J	3, 953	3, 955
Statesville City, Statesville, N.C	3, 922	4, 017
San Elizario ISD	399	441
Windthorst ISD, Windthorst, Tex	385	369
Melba Junction 136, Melba, Idaho	397	420
Anderson Valley Unified, Boonville, Calif	393	346
Timber Lake 002, Timber Lake, S. Dak	385	420
Socorro ISD	2, 033	3, 364
Muleshoe ISD, Muleshoe, Tex	2, 064	1, 838
Storm Lake Comm., Storm Lake, Iowa	2, 046	1, 962
Ojai Unified, Ojai, Calif	2, 060	3, 406
Lee County, Leesburg, Ga	2, 015	2, 336
Tornillo ISD	321	295
Groom ISD, Groom, Tex	322	277
Plummer, Plummer, Minn	343	318
Adna, Adna, Wash	323	376
Randolph 384, Ransom, Kans	311	285
Donna ISD	4, 622	4, 999
Mineral Wells ISD, Mineral Wells, Tex	4, 605	4, 196
Queen Annes County, Centreville, Md	4, 669	4, 726
Marquette City, Marquette, Mich	4, 629	4, 927
Sand Springs, Sand Springs, Okla	4, 701	5, 243
Roma ISD	2, 284	2, 887
Aransas County ISD, Rockport, Tex	2, 288	2, 395
Fort Leavenworth 207, Fort Leavenworth, Kans	2, 274	2, 146
Tucumcari, Tucumcari, N. Mex	2, 242	2, 129
Tishomingo County, Iuka, Miss	2, 258	2, 199

See footnote at end of table.

COMPARISON OF ENROLLMENTS OF TEXAS SCHOOL DISTRICTS POTENTIALLY AFFECTED BY S. 2997 WITH SIMILAR SIZED DISTRICTS IN TEXAS AND THE NATION—Continued

Texas school districts eligible for resources under proposed S. 2997 and comparable sized districts in Texas and Nation	1972–73 enrollments and ADM	1976–77 enrollments and ADM
Zapata ISD	1, 375	1, 521
Caldwell ISD, Caldwell, Tex	1, 395	1, 466
Weiser 431, Weiser, Idaho	1, 340	1, 292
Morgon County, Morgon, Utah	1, 392	1, 419
West Liberty Comm., West Liberty, Iowa	1, 321	1, 261

[1] Data sources and explanation: Texas school districts reported in total enrollments from Texas Education Agency data base. Other school districts selected approximate size of Texas districts and are reported in average daily membership (ADM) from National Center for Educational Statistics, "Education Directory: Public School Systems 1973–74 and 1976–77." ADM approximates 93 percent of enrollment for comparison purposes.

RELATIVE WEALTH OF SCHOOL DISTRICTS [1]

District name	GOER full market value per ADA (1)	GOER agriculture value per ADA (2)	GOER average property value per ADA (3)
Abilene ISD	59, 703	58, 721	59, 212
Anthony ISD	48, 058	44, 377	46, 218
Aransas County ISD	124, 058	113, 545	118, 802
Arlington ISD	83, 588	76, 779	80, 184
Austin ISD	82, 944	77, 678	80, 311
Bandera ISD	160, 956	95, 491	128, 223
Bastrop ISD	116, 052	64, 891	90, 472
Boys Ranch ISD	319, 383	73, 853	196, 618
Brackett ISD	30, 780	27, 004	29, 192
Brownsville ISD	75, 449	57, 831	66, 640
Bryan ISD	135, 648	54, 952	95, 300
Caldwell ISD	52, 145	28, 122	40, 134
Canutillo ISD	36, 603	36, 545	36, 574
Castleberry ISD	261, 510	131, 269	196, 390
Cayuga ISD	213, 223	171, 258	192, 241
Clint ISD	54, 850	54, 510	54, 680
Corpus Christi ISD	381, 292	258, 117	319, 705
Crockett County Consolidated CSP	127, 471	118, 095	122, 783
Dangerfield-Lone Star ISD	105, 274	103, 964	104, 619
Dallas ISD	121, 222	78, 783	100, 002
Dell City ISD	27, 428	22, 667	25, 048
Donna ISD	46, 804	26, 677	36, 740
Eagle Pass ISD	62, 877	49, 488	56, 183
Edinburg ISD	54, 602	54, 313	54, 458
El Paso ISD	29, 307	20, 342	24, 824
Fabens ISD	164, 662	154, 598	159, 630
Fort Hancock ISD	363, 331	340, 831	352, 081
Fort Stockton ISD	73, 711	72, 882	73, 296
Fort Worth ISD	176, 153	148, 488	162, 321
Frankston ISD	170, 720	89, 639	130, 180
Fredericksburg ISD	99, 590	90, 057	94, 824
Galena Park ISD	103, 202	53, 496	78, 349
Glen Rose ISD	122, 755	116, 785	119, 770
Goose Creek ISD	61, 238	56, 617	58, 927
Grand Prairie ISD	232, 851	190, 878	211, 864
Groom ISD	52, 097	46, 282	49, 190
Hidalgo ISD	99, 315	99, 315	99, 315
Houston ISD	61, 648	51, 411	56, 530
Hurst-Euless-Bedford ISD	60, 697	45, 987	53, 342
Jasper ISD	27, 910	22, 704	25, 307
La Feria ISD	87, 459	64, 951	76, 205
La Joya ISD	152, 507	101, 918	127, 213
Lamar Consolidated ISD	21, 192	21, 192	21, 192
Laredo ISD	334, 518	257, 866	296, 192
Leggett ISD	56, 131	50, 073	53, 102
Littlefield ISD	329, 264	192, 653	260, 958
Llano ISD	54, 125	53, 138	53, 632
Lubbock ISD	38, 966	37, 438	38, 202
McAllen ISD	55, 748	42, 365	49, 057
McKinney ISD	62, 586	51, 358	56, 972
Marshall ISD	211, 205	111, 638	161, 422
Megargel ISD	20, 423	17, 227	18, 825
Mercedes ISD	118, 558	67, 829	93, 193
Meridian ISD	42, 414	36, 910	39, 662
Mineral Wells ISD	18, 962	17, 368	18, 165
Mission ISD	262, 178	259, 685	260, 931
Monahans-Wickett-Pyote ISD	88, 921	59, 922	74, 422
Monte Alto ISD	102, 435	100, 216	101, 326
Muleshoe ISD			

See footnote at end of table.

RELATIVE WEALTH OF SCHOOL DISTRICTS [1]—Continued

District name	GOER full market value per ADA (1)	GOER agriculture value per ADA (2)	GOER average property value per ADA (3)
Pettus ISD	274,021	214,983	244,502
Pharr-San Juan-Alamo ISD	24,328	22,783	23,555
Pittsburg ISD	68,991	47,550	58,270
Plainview ISD	75,892	63,557	69,725
Presidio ISD	27,527	18,023	22,775
Progreso ISD	48,487	38,277	43,382
Queen City ISD	90,518	79,179	84,848
Rio Grande City ISD	57,952	42,846	50,399
Roma ISD	41,653	17,682	29,667
Rusk ISD	94,836	63,225	79,031
San Antonio ISD	43,000	41,935	42,468
San Elizario ISD	43,877	17,659	30,768
San Felipe-Del Rio Consolidated ISD	31,172	24,865	28,018
Santa Maria ISD	74,971	46,197	60,584
Santa Rosa ISD	28,634	21,993	25,313
Seymour RHSD	160,881	96,983	128,932
Socorro ISD	29,742	26,129	27,935
Spring Branch ISD	81,284	79,232	80,258
Tornillo ISD	57,887	38,424	48,155
Turkey-Quitaque ISD	158,846	108,753	133,799
Valley View CSD	57,724	46,492	52,108
Vidor ISD	49,562	44,596	47,079
Waco ISD	59,954	59,642	59,798
Weslaco ISD	26,953	25,023	25,988
West Orange-Cove Consolidated ISD	111,339	108,207	109,773
Windthrost ISD	56,617	38,601	47,609
Yoleta ISD	30,951	25,210	28,081
Zapata ISD	143,496	83,756	113,626
Zavalla ISD	107,388	65,697	86,542

[1] Col. (1) gives the Governor's office of education research (GOER) full market value per average daily attendance (ADA). The agriculture value per ADA is listed in col. (2), and the average of cols. (1) and (2) is given in col. (3). Col. (3) should be used for comparing relative wealth of districts.

Senator BENTSEN. When we get to markup, I am going to move to amend the Bentsen bill to put an October 1 date on it so that relief would be forthcoming this fiscal year. I am hopeful we will get favorable consideration in full committee.

Are there any further comments?

Mr. CLARK. On your last question concerning the implementation of the bill, our school boards very zealously tried to make decisions in a district. They do seek and apply for numerous Federal funds which are necessary to implement the sound educational program in our district. The State of Arizona would require the people in the district to plan for the construction of these so there is adequate safeguards built in the for local citizenry to see that the money is spent wisely.

Dr. GARZA. I would like to say, Senator, that we have struggled for over a year trying to find someone to listen to our plea, and we have had some good reception. But I do want to thank you personally and on behalf of the other border area superintendents for the aggressiveness in which you have taken our plea and our problem. And it looks like we are beginning to see the light at the end of the tunnel.

Senator BENTSEN. Well, we will be working on it from this end. I appreciate very much your coming here to testify. I think this is a very serious problem that has to be addressed, and addresed in a timely manner. I assure you that this particular Senator is going to be pushing hard to try to bring it to fruition.

Thank you very much, gentlemen, for your testimony.

[Whereupon, at 11:10 a.m., the subcommittee recessed, to reconvene subject to the call of the Chair.]